

**PROFESSIONAL
TEACHER EDUCATION
PROGRAM**

POLICIES

**APPROVED BY:
THE COUNCIL ON
PREPARATION OF TEACHERS
AND SCHOOL PERSONNEL
(COPTSP)**

**FORT HAYS STATE UNIVERSITY
COLLEGE OF EDUCATION
220 RARICK HALL
HAYS, KS 67601
785-628-4542**

TABLE OF CONTENTS

NOTE: All policy decisions may be appealed to the Dean of the College of Education within 10 working days of notice to candidate of the decision. Approved by COPTSP 8/27/2015.

A. ADMISSION TO TEACHER EDUCATION

- A.1 Admission to Teacher Education Policy
- A.2 Professional Education Course Sequence
- A.3 Procedures for Temporary Waiver to Teacher Education
- A.4 Restricted Teaching, District Leadership and School Specialist Licenses
- A.5 Policy Regarding FHSU's Alternative Licensure Candidates Employed Outside of Kansas

B. ADMISSION TO STUDENT TEACHING

- B.1 Student Teaching Policy
- B.2 Student Teaching Placement and Supervision
- B.3 Substitution of Practicum for Student Teaching Experience

C. FIELD EXPERIENCE

- C.1 Procedures for Early Field Experience
- C.1a Procedures for Internships
- C.2 Diversified Field Placements

D. ADDITIONAL ENDORSEMENTS

- D.1 University Verification for Additional Endorsements
- D.2 Policy on Middle Level Endorsements for "15 Hour Rule"

F. OUTDATED COURSEWORK

- F.1 Professional Currency Policy

G. REMOVING CANDIDATE FROM THE PROGRAM

- G.1 Procedures for Removing a Candidate from College of Education and Technology Graduate Programs
- G.1a Dispositions Policy and Procedures for Removing Initial Candidates from College of Education and Technology Programs
- G.2 Disposition Assessment of Initial and Advanced Candidates
- G.3 Policy on Requirement of Background Checks
- G.3b Policy on Requirement of Background Checks for Graduate Licensure Programs
- G.4 Continuation in Education Restricted Courses and/or Student Teaching

H. PROGRAM COMPLETION AND MINOR REQUIREMENTS

- H.1 Program Completion and Major Requirements
- H.2 Performance Teaching Portfolio
- H.5 Tuberculin Testing Policy

H:B/COVER

A.1 ADMISSION TO TEACHER EDUCATION POLICY

Cohort definition: All candidates admitted in a semester. Fall semester is August 1-December 31. Spring semester if January 1-May 31. Candidates meeting requirements in the summer will be approved the next semester.

Priority Deadlines: February 15 and September 15

1. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
2. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit **OR** have a cumulative GPA of 2.75.
3. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 or Core (CASE-Core Academic Skills for Educators) scores of Math 150, Writing 162 and Reading 156 **OR** have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST or Core (CASE) in the corresponding area. For purposes of admission to the teacher education program, ACT, PPST and Core test scores are valid for up to 10 years from the date the test was taken. Any ACT, PPST or Core test scores more than 10 years old will not be accepted.
4. Candidates not holding a bachelor's degree or higher from a regionally accredited college or university must have completed the following courses with a grade of "C" or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher and Elements of Statistics. Diversity in the U.S, and Computer Information Systems are required prior to student teaching.
5. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, Introduction to Instructional Technology, Early Field Experience (secondary), and Children's Literature (elementary).
6. Complete the Application for Admission to Teacher Education.
7. Completion of a full national criminal Background check report that includes the national sex offender registry for USA residents (valid for 4 years from the time the check is completed-Policy G.3). International candidates will need to have an international criminal verification run. If prior charges are shown, the COET Background Check Committee will determine entry in the program, per COPTSP Policy G.3.
8. Verification of a recent negative TB skin test (test valid for up to 4 years from the date the test was taken.)
9. Submission of an acceptable Professional Introduction Video.
11. Approval for admission to teacher education by the Council on Preparation of Teachers and School Personnel including having approval from the candidate's department and having met all departmental requirements.
12. Candidates who, after submitting an Application to Teacher Education, have not taken coursework in a two year timespan, must reapply to the program by completing a new Application to Teacher Education and must meet current program requirements.
13. Candidates must meet requirements of Policy G.2 – Disposition Assessment of Initial and Advanced Candidates.
14. Admission to teacher education is not basely solely on the above criteria. Other factors such as a history of repeating course(s), dispositions, etc. will also be considered.

Approved by COPT/Dr. Hoy, Dean, February 20, 1992; Dr. Hulett, Interim Provost, August 12, 1992
Revised September 1993; November 1993; March 1994, April 1994, February 17, 2000
April 2000 Revision approved by Dr. Murphy, Interim Dean, April 13, 2000; approved by Dr. Gould, Provost, July 16, 2000
Revised October 11, 2001. Approved by Dr. BATTERY, Dean, October 11, 2001.
Revised November 8, 2001. Approved by Dr. BATTERY, Dean, November 12, 2001; Dr. Larry Gould, Provost, November 19, 2001.
Revised March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.
Revised October 17, 2002. Approved by Dr. BATTERY, Dean, October 23, 2002; Dr. Larry Gould, Provost, October 23, 2002.
Revised April 8, 2004 – to be effective July 1, 2004. Approved by Dr. Edward Hammond, Interim Dean, April 12, 2004; Dr. Larry Gould, Provost, April 12, 2004.
Revised April 13, 2006 - Approved by COPTSP. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.
Revised January 31, 2008 - Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.
Revised January 21, 2010 - Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 22, 2010; Dr. Larry Gould, Provost, January 25, 2010.
Revised by COPTSP September 3, 2010. Approved by Dr. Rob Scott, Interim Dean, September 3, 2010; Dr. Larry Gould, Provost, September 15, 2010.
Revised March 8, 2012 – Approved by COPTSP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.
Revised May 3, 2012 – Approved by COPTSP. Approved by Dr. Robert Scott, Dean, May 9, 2012; Dr. Larry Gould, Provost, May 15, 2012.
Revised January 31, 2013 – Approved by COPTSP. Approved by Dr. Robert Scott, Dean, February 1, 2013; Dr. Larry Gould, Provost, February 4, 2013.
Revised January 30, 2014 – Approved by COPTSP. Approved by Dr. Robert Scott, Dean, February 4, 2014; Dr. Chris Crawford, Interim Provost, February 4, 2014.
Revised August 28, 2014 – Approved by COPTSP. Approved by Dr. Paul Adams, Interim Dean, September 3, 2014, Dr. Chris Crawford, Interim Provost, September 3, 2014.
Revised September 18, 2014 – Approved by COPTSP. Approved by Dr. Paul Adams, Interim Dean, September 22, 2014, Dr. Chris Crawford, Interim Provost, September 24, 2014.
Revised March 25, 2015 - Approved by COPTSP. Approved by Dr. Paul Adams, Interim Dean, March 26, 2015, Dr. Chris Crawford, Interim Provost, March 26, 2015.
Revised by COPTSP October 22, 2015. Approved by Dr. Paul Adams, Dean, November 18, 2015, Dr. Graham Glynn, Provost, November 24, 2015.
Revised by COPTSP January 26, 2017 and February 23, 2017. Approved by Dr. Paul Adams, Dean, February 27, 2017, Dr. Graham Glynn, Provost, March 2, 2017.
Revised by COPTSP September 27, 2018. Approved by Dr. Paul Adams, Dean, Dr. Jeff Briggs, Interim Provost, 10/17/2018

A.2 PROFESSIONAL EDUCATION COURSE SEQUENCE

The Council on Preparation of Teachers and School Personnel recognizes the necessity and value of a professional sequence of courses leading to teacher licensure. The following courses are considered prerequisites for admission to teacher education. Enrollment in courses during the semester of application is acceptable with final admission contingent upon completion with a grade of "C" or better.

TEEL 202	Foundations of Education	3 credit hours
TEEL 231	Human Growth and Development	3 credit hours
TECS 290	Introduction to Instructional Technology	3 credit hours
_____ 277	Early Field Experience (secondary or P-12)	1-2 credit hours
<u>Elementary Education only:</u>		
TEEL 260	Children's Literature	3 credit hours

The following professional courses must be completed with a grade of "C" or better prior to admission to student teaching:

TESP 302	Educating Exceptional Students	3 credit hours
TEEL 431	Educational Psychology (must be taken through FHSU)	3 credit hours
TESS 494	Secondary School Experience (secondary only)	4 credit hours

Senior Year Courses

The following professional courses must be completed with a grade of "C" or better in order to be recommended for licensure to the Kansas State Department of Education:

Secondary Education and PreK-12 Areas

Student Teaching	12 credit hours
------------------	-----------------

Elementary Education

The Elementary School	2 credit hours
Student Teaching	12 credit hours

Early Childhood Unified

The Elementary School	2 credit hours
Student Teaching (Birth-Age 5)	6 credit hours
Student Teaching (K-Grade 3)	6 credit hours

If minor in Special Education:

Elementary School	2 credit hours
Student Teaching: Special Education	3 credit hours
Student Teaching	9 credit hours

Approved by COPT September 24, 1992. Revised August 25, 1994; December 15, 1994; Sept. 7, 1995.

Approved by Dr. Hoy, September 24, 1992. Approved by Dr. Arevalo, April 9, 1993; September 1995.

Revised by COPTSP March 16, 2006. Approved by Interim Dean Dr. Mercer, March 17, 2006; Approved by Dr. Gould, Provost, March 22, 2006.

Revised by COPTSP November 15, 2007. Approved by Dean Dr. Mercer, November 20, 2007; Approved by Dr. Gould, Provost, November 21, 2007.

Revised by COPTSP January 21, 2010. Approved by Dean Dr. Mercer, January 22, 2010; Approved by Dr. Gould, Provost, January 25, 2010.

Revised March 8, 2012 – Approved by COPTP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

A.3 PROCEDURES FOR TEMPORARY WAIVER TO TEACHER EDUCATION

The student makes application to be admitted to the Teacher Education Program and completes a Request for Temporary Waiver of Selected Teacher Education Admission Requirements form. If the student has not met all admission requirements (see Policy A.1), he/she may be granted a temporary waiver to take restricted courses for one semester on recommendation of the Waiver Committee.

Policies Regarding Waivers to Teacher Education:

1. Waivers are only granted one time for one semester of restricted classes (Spring, Summer or Fall).
2. Waivers will not be approved if there is more than one deficiency. For example, missing one part of PPST and low GPA, or two parts of PPST, or missing one class and one part of PPST.
3. In order for a Waiver to be approved because of a low GPA, it must be mathematically possible to get to the 2.75 level during the Waiver semester.
4. In order for a Waiver to be approved because of the PPST test, the test must have been taken at least once and results on file in Licensure Office.
5. The Application to Teacher Education must be submitted in order to have a Waiver considered.
6. Positive results of the Background Check must be received before a Waiver will be approved.
7. Waivers must have approval of faculty from the candidate's department advisor and department chair, or designee. If department advisor, chair or designee denies the Waiver, it will not be forwarded to the Waiver Committee for consideration.
8. Waivers submitted after the deadline may be considered at the end of the semester of submission.

Procedures for Approval of Waivers to Teacher Education

1. Waivers must be received by the deadline each semester for immediate consideration.
2. Waivers are to be submitted to the Applications Academic Program Specialist.
3. For waiver requests falling outside of the policies #1-8, the Applications Academic Program Specialist will convene the Waiver Committee of the COPTSP within 10 days after the deadline.
4. The Waiver Committee will seek input from the contact for the program area prior to making a decision. Notification of the decision of the Waiver Committee will be conveyed to the candidate within a week of the Committee's decision.
5. A postponement of a decision until the end of the semester when grades are posted may be required for GPA issues and for PPST or CORE deficiencies.
6. The student may make a final appeal to the Dean of Education.

Waivers for student teaching will be evaluated on an individual basis by the Waiver Committee.

Approved by COPT March 10, 1994. Revised April, 1994; December 1994; September 7, 1995.

Approved by Dr. Mary Hoy, March 16, 1994.

Approved by Dr. Rodolfo Arevalo, March 22, 1994; September 1995.

Revised by COPT March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.

Revised March 8, 2012 – Approved by COPTP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

Revised by COPTSP December 2, 2013. Approved by Dr. Robert Scott, Dean, December 9, 2013; Dr. Chris Crawford, Interim Provost, December 9, 2013.

Revised by COPTSP August 27, 2015. Approved by Dr. Paul Adams, Dean, 9/9/2015; Dr. Graham Glynn, Provost, 9/21/2015.

Revised by COPTSP September 27, 2018. Approved by Dr. Paul Adams, Dean, Dr. Jeff Briggs, Interim Provost, 10/13/2018.

POLICY A.4 – RESTRICTED TEACHING LICENSE

1. A candidate will not be issued a restricted teaching license by KSDE until the subject area assessment test has been passed. If hired as a teacher of record in a state accredited public or private school in Kansas, a candidate may enroll in the Induction class, Introduction to Teaching class, one program course and one practicum, but may not take further courses until the restricted license is issued.
2. If a candidate has been hired, but not passed the content test, he/she will need to apply for an Emergency Substitute License to teach on until eligible for a restricted teaching license.
3. In order to continue with coursework the second year, the candidate's contract must be renewed or he/she is hired with a different state accredited public or private school in Kansas. Further, the candidate must have made appropriate progress toward completion of the Plan of Study as defined by the following.
 - a. Attain at least a 3.00 GPA in those courses on the Plan of Study including a grade of "C" or higher in all courses.
 - a. Candidates must take the coursework during the semester indicated on the Plan of Study. Any exceptions require approval from the Program Coordinator.
 - b. Candidates must continue to work closely with assigned on-site mentors.
 - c. Candidates must continue to collaborate with FHSU University Supervisors regarding academic and non-academic professional practices.

If appropriate progress is not made, a restricted license will not be reissued and he/she cannot take additional T2T courses. Appeals can be made with extenuating circumstances.

4. Information regarding a candidate's program information (such as grades, testing results, GPA, etc.) is confidential and will not be shared with individuals outside of the university unless written consent is given by the candidate. This includes parents, spouses and potential or current employers in compliance with federal FERPA [Family Educational Rights and Privacy Act](#) regulations. Candidates will be asked to sign a Consent to Release of Information Form at Induction.
5. Candidates that received a restricted license for a PreK-12 subject area (Art, Music, Physical Education or Foreign Language), must complete observations of class lessons of another teacher within their discipline. If hired to teach only in any grade(s) within 6-12, an observation experience will be required at the elementary level (K-6); if hired to teach only at the elementary level, an observation experience will be required at the 6-12 level; if hired to teach only at the middle level, an observation experience will be required at either the elementary level or high school level.

This observation experience will be a minimum of four clock hours per year. The experience will be documented by a log and signed reflection and will be arranged by the candidate and principals of both schools. The log and reflection will be submitted to the Licensure Office.

Exceptions to policies 1-5 above are at the discretion of the Program Coordinator and all final decisions are at the discretion of the College of Education Dean.

Approved by COPTSP 3/17/05; Approved by Dean of COET, Dr. Mills, 3/18/05; Approved by Provost, Dr. Larry Gould, 3/23/05.

Revised April 13, 2006 – approved by COPTSP. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.

Revised by COPTSP November 15, 2007. Approved by Dean Dr. Mercer, November 20, 2007; Approved by Provost Dr. Gould, November 21, 2007.

Revised by COPTSP October 13, 2011. Approved by Dean Dr. Robert Scott on October 20, 2011.

Approved by Provost Dr. Gould on October 25, 2011.

Approved by COPTSP September 11, 2012. Approved by R. Robert Scott, Dean, September 12, 2012; Dr. Larry Gould, Provost, September 18, 2012.

Approved by COPTSP September 5, 2013. Approved by Dr. Robert Scott, Dean, September 9, 2013; Dr. Larry Gould, Provost, September 10, 2013

Revised by COPTSP, August 27, 2015. Approved by Dr. Paul Adams, Dean, 9/9/2015; Dr. Graham Glynn, Provost, 9/21/2015.

Revised by COPTSP, February 27, 2018. Approved by Dr. Paul Adams, Dean, 2/28/2018; Dr. Jeff Briggs, Interim Provost, 3/7/2018.

A.5 POLICY REGARDING FHSU'S ALTERNATIVE LICENSURE CANDIDATES EMPLOYED OUTSIDE OF KANSAS

1. Candidates will take Fort Hays State University alternative licensure coursework that will enable them to be considered a program completer of a state-approved teacher education program. Upon completion, they can apply for licensure in other states.
2. Candidates must be eligible for and receive an alternative license from the out of state licensing agency for the state they will be employed in. A copy of this license must be submitted to FHSU. Candidates will need to meet any additional requirements that the out of state licensing agency may have to qualify for the alternative license.
3. Candidates must provide verification to FHSU of successful completion of a fingerprint or background check. This requirement may be met by verification of issuance of a teaching license.
4. Candidates will not be issued an alternative license until the subject area assessment test has been passed. If hired as a teacher of record, candidate may enroll in the Induction class and Introduction to Teaching class the summer prior to the start of the program, and the fall class and practicum, but may not take further courses until the test is passed. If the test is passed during the school year and an alternative license is issued, the courses will need to be taken the following year along with the regularly scheduled courses.
5. Candidates must meet these qualifying requirements:
 - (A) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;
 - (B) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned or meet State GPA requirement, if higher;
 - (C) verification that the applicant has attained a passing score on the content assessment required by the state licensing agency of the state where they are employed while in the alternative licensure program;
 - (D) verification that the local education agency will employ the applicant if the license is issued;
 - (E) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
6. Candidates must take the coursework during the semester indicated on the Plan of Study, unless permission is received from the Licensure Officer to take it in a future semester.
7. Information regarding a candidate's program information (such as grades, testing results, GPA, etc.) is confidential and will not be shared with individuals outside of the university unless written consent is given by the candidate. This includes parents, spouses and potential or current employers in compliance with federal FERPA [Family Educational Rights and Privacy Act](#) regulations. Candidates will be asked to sign a Consent to Release of Information Form at Induction.
8. Payment of out of state supervisors will be at the FHSU current rate.
9. Formal Observations by FHSU supervisors may require the use of the internet, a webcam and **Skype or Google Video**. (The webcam will be focused on the intern and NOT on any of the students in the class and it will NOT be recorded.)
10. The applicant has on file a written plan that will qualify the applicant for verification of program completion in the content area for which the restricted license is sought;
 - (i) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;
 - (ii) the program provided to the applicant will meet the institution's approved professional education standards;and

(iii) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and
(iv) the local education agency and the teacher education institution will collaborate regarding the approved program that the applicant will pursue and the support that the applicant will receive.

11. The teacher education institution shall coordinate submission of a progress report before July 1 of each school year. This progress report shall verify the following:
 - (A) The applicant's contract will be renewed;
 - (B) the local education agency will continue to assign an experienced mentor teacher to the applicant;
 - (C) the applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure;
 - (D) the institution will continue to support the applicant, on-site, as necessary; and
 - (E) the applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.
 - (F) a Progress Report will be generated by FHSU with input from the district to verify appropriate progress and will be provided to the out of state licensing agency, upon request.

12. In order to continue with coursework the second year, the candidate's contract must be renewed or he/she is hired with a different district. The candidate must have made appropriate progress toward completion of the Plan of Study and attained at least a 2.75 GPA in those courses on the Plan of Study including a grade of "C" or higher in all courses. If appropriate progress is not made, an alternative license will not be reissued and he/she cannot take additional graduate T2T courses

Approved by COPTSP 12/2/2013; Dr. Robert Scott, Dean, 12/9/2013; Dr. Chris Crawford, Interim Provost, 12/9/2013.

B.1 STUDENT TEACHING POLICY

Submission Deadlines: February 15 for fall semester student teaching and September 15 for spring semester student teaching. Applications received after the deadline must include an explanation regarding the lateness and will be reviewed by the COPTSP Follow-up and Placement Committee. Applications received after the deadline are not guaranteed a placement in the requested semester.

Requirements for admission to student teaching are:

1. Admission to teacher education.
2. Completed application to be admitted to student teaching.
3. Attainment of a cumulative grade point average of 2.75 or 2.75 based on the last 60 hours of coursework if candidate holds a bachelor's degree.
4. Attainment of a grade point average of 2.75 in coursework completed in content field(s) or meet departmental grade point average requirements.
5. No grade lower than "C" in professional education courses including teaching methods courses.
6. Approval for student teaching by the department in the student's area(s) of teaching.
7. Successful completion of all content and professional education courses and required GPAs prior to student teaching. If planning to student teach in the fall semester, these requirements must be met by the summer grade posting date (Tuesday following the final grade entry deadline in July). If planning to student teach in the spring semester, these requirements must be met by the fall grade posting date (Tuesday following the final grade entry deadline in December). Para Pathway candidates may take approved courses while student teaching.
8. Successful completion of all sections of the PPST or Core, if required, by July 1 if planning to student teach in the fall semester and by the last day of finals in December if planning to student teach in the spring semester.
9. Verification of proof of liability insurance effective through the student teaching semester.
10. Verification of a recent successful background check (valid for four years from the time the check is completed).
11. Candidates must meet dispositional requirements of Policy G.1a – Disposition Assessment of Initial and Advanced Candidates.
12. Successful completion of a Code of Conduct/Ethics module.
13. Approval for admission to student teaching by the Council on Preparation of Teachers and School Personnel.
14. If a candidate enters student teaching and does not fulfill student teaching requirements, before being placed for a second student teaching experience, they must:
 - Submit letter to Director of Field Experiences with new request and explanation of circumstances leading to the request for a new placement
 - meet with the new potential district prior to placement confirmation

Candidates will only be allowed to repeat student teaching once. If not successful, they will not have the opportunity to complete it a third time without approval from the Dean of Education.

Approved by COPT/Dr. Hoy, Dean, Feb. 20, 1992. Approved by Dr. Hulett, Interim Provost, August 12, 1992.
Revised October 11, 2001. Approved by Dr. BATTERY, Dean, Oct 11, 2001; Dr. Gould Provost, October 23, 2002.
Revised April 13, 2006 – approved by COPTSP. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.
Revised January 31, 2008 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.
Revised November 5, 2009 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, November 5, 2009; Dr. Larry Gould, Provost, November 12, 2009.
Revised by COPTSP February 18, 2010. Approved by Dr. Debbie Mercer, Dean, February 19, 2010; Dr. Larry Gould, Provost, February 27, 2010.
Revised by COPTSP September 3, 2010. Approved by Dr. Rob Scott, Interim Dean, September 3, 2010; Dr. Larry Gould, Provost, September 15, 2010.
Revised by COPTSP October 13, 2011. Approved by Dean Dr. Rob Scott on October 20, 2011; Dr. Larry Gould, Provost, on October 25, 2011.
Revised by COPTSP January 28, 2015. Approved by Interim Dean Dr. Paul Adams on January 29, 2015; Dr. Chris Crawford, Interim Provost, on February 2, 2015.
Revised by COPTSP August 27, 2015. Approved by Dr. Paul Adams, Dean, 9/9/2015; Dr. Graham Glynn, Provost, 9/21/2015.
Revised by COPTSP January 28, 2016. Approved by Dr. Paul Adams, Dean, 2/5/2016; Dr. Graham Glynn, Provost, 2/12/2016.
Revised by COPTSP February 23, 2017. Approved by Dr. Paul Adams, Dean, 2/27/2017; Dr. Graham Glynn, Provost, 3/1/2017.
Revised by COPTSP April 27, 2017. Approved by Dr. Paul Adams, Dean, 5/1/2017; Dr. Jeff Briggs, Interim Provost, 5/4/2017.

B.2 STUDENT TEACHING PLACEMENT AND SUPERVISION

The College of Education will arrange for appropriate placement of student teachers. Student teachers shall be placed in schools that provide opportunities for all candidates to work directly in diverse settings and assure a well-rounded experience. Candidates requesting placement out of state or internationally must get approval from the Director of Field Experiences. If the request is approved, the candidate will be responsible for additional costs beyond our established FHSU rates associated with the placement such as payment of the supervisors and cooperating teachers.

All placements will be in a school accredited by the Kansas state board or a comparable agency in another state or country. (91-1-200 KSDE definition of terms). International placements will be reviewed on a case-by-case basis by Standard 2 Subcommittee.

Candidates shall be placed with cooperating teachers that are fully endorsed and hold a professional teaching license in the student teacher's area of licensure. They must have a minimum of three years of experience. Supervisors must be a current or former exemplary teacher (as defined by district administration and university faculty), current or retired administrator or Unit faculty.

Candidates may student teach in a maximum of two endorsement areas during one semester. The student teaching experience is a minimum of 16 weeks. Experimental/Innovative programs (Elementary Education Teacher Residency) will require a minimum of 12 weeks of student teaching. If there is any deviation from the policy, it will require approval from the Dean.

Approved by COPT and Dr. Mary Hoy, Dean, March 4, 1993. Approved by Dr. Arevalo, Provost, April 9, 1993.

Revision approved by COPT, March 16, 2000. Approved by Dr. Jim Murphy, Interim Dean, March 20, 2000. Approved by Dr. Larry Gould, Provost, March 22, 2000.

Revision approved by COPTSP, January 20, 2005. Approved by Dr. Ed Mills, Dean, January 21, 2005 and Dr. Larry Gould, Provost, January 24, 2005.

Revised January 31, 2008 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 31, 2008; Dr. Larry Gould, Provost, February 3, 2008.

Revised January 21, 2010 – Approved by COPTSP. Approved by Dr. Debbie Mercer, Dean, January 22, 2010; Dr. Larry Gould, Provost, January 25, 2010.

Revision approved by COPTSP April 3, 2014. Approved by Dr. Robert Scott, Dean, April 8, 2014; Dr. Chris Crawford, Interim Provost April 8, 2014.

Revision approved by COPTSP November 16, 2015. Approved by Dr. Paul Adams, Dean, December 2, 2015; Dr. Glynn, Provost, December 11, 2015.

Revision approved by COPTSP December 5, 2016. Approved by Dr. Paul Adams, Dean, December 7, 2016; Dr. Glynn, Provost, December 7, 2016.

B.3 SUBSTITUTION OF PRACTICUM FOR STUDENT TEACHING EXPERIENCE

All requests for substitution of a practicum for the approved student teaching experience must -be approved by the Department Chair or designee.

Each applicant must complete an “Application to the Teacher Education Program for Previously Licensed Teachers” for entry into the program. The applicant must also complete an Application for Substitution of Practicum for Student Teaching. Priority deadlines for applications are February 15 (for fall practicum) or September 15 (for spring practicum).

Successful completion of all content coursework (grade of “C” or higher) and submission of documentation of other program requirements are required to be eligible for the practicum, including:

- Verification of proof of liability insurance effective through the practicum semester
- Verification of a recent successful background check
- Verification of previous state-approved, accredited education program completion
- Major GPA of 2.75 or higher and cumulative GPA of 2.75 or higher based on the last 60 credit hours of coursework

Required coursework and the practicum may be taken concurrently with the approval of the chair of the Department of Teacher Education.

Approved by COPT, April 23, 1991.

Approved by Dr. Hoy, April 23, 1991.

Approved by Dr. Arevelo, August, 1993.

Revised March 7, 2002 by COPT. Approved by Dr. Gould, Provost, March 27, 2002.

Revised January 31, 2008 by COPTSP. Approved by Dr. Mercer, Dean, January 31, 2008; Dr. Gould, Provost, February 3, 2008.

Revised by COPTSP February 18, 2010. Approved by Dr. Mercer, Dean, February 19, 2010; Dr. Gould, Provost, February 22, 2010.

Revised March 8, 2012 – Approved by COPTSP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

Revised August 28, 2014 – Approved by COPTSP. Approved by Dr. Paul Adams, Interim Dean, August 29, 2014; Dr. Chris Crawford, Interim Provost, September 3, 2014.

Revised August 30, 2016 – Approved by COPTSP. Approved by Dr. Paul Adams, Dean, September 1, 2016; Dr. Graham Glynn, Provost, September 9, 2016.

Revised September 27, 2017 by COPTSP; approved by Dr. Paul Adams, Dean, 9/27/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

C.1 PROCEDURES FOR EARLY FIELD EXPERIENCE (Secondary Majors Only)

Application Procedures

1. The academic department originates the request and forwards the completed application for early field experience to the Director of Field Experiences unless the academic department places candidates directly in Early Field Experiences. In this case, the academic department will report those placements to the Director of Field Experiences.

Early Field Experience Policies

1. Early field experiences should occur in a setting different from the candidate's own K-12 experiences.
2. The completed forms need to be submitted prior to participating in a field experience:
 - Placement preference form
 - Liability and Release Form
 - receipt for submission of full national criminal background check
 - signed form from candidate indicating Code of Conduct/Ethics Sheet was received and read
3. Early field experience for candidates will be placed in classrooms that won't have a student teacher conducting the class.
4. All placements are with an accredited public and/or private school.
5. Early field experiences occur early in the semester. Placement at other times may occur upon recommendation of the candidate's academic advisor.

Outcomes/Expectations

1. A minimum of 20 clock hours in the appointed classroom must be documented.
2. It is the responsibility of each candidate to insure that all reports and materials are transmitted to the academic instructor.
3. Candidates will file a final report with the academic instructor.
4. The cooperating teacher will file a final evaluation of the candidate with the academic instructor.
5. Course credit is the responsibility of the academic department.

Approved by COPT and Dr. Hoy, Dean, November 5, 1992. Approved by Dr. Arevalo, February 16, 1993.

Revised and approved by COPTSP, April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008; Dr. Larry Gould, Provost, April 22, 2008.

Approved by COPTSP 2/25/2016. Approved by Dr. Adams, Dean, February 29, 2016; Dr. Graham Glynn, Provost, March 3, 2016.

C.1a PROCEDURES FOR INTERNSHIPS

Application Procedures

1. The academic department originates the field experience request, which will then notify the Coordinator of Internships. Field experiences include all Elementary Education Internships, Early Childhood Unified Internships, and Special Education Clinical Immersion.

Internship Policies

1. Internships should occur in a setting different from the candidate's own K-12 experiences, or previous field placements.
2. The completed forms need to be submitted prior to participating in a field experience:
 - Teacher Education Internship Placement Application
 - Negative Tuberculosis Skin Test (4 years)
 - Verification of proof of professional liability insurance effective throughout the field experience semester. Must be presented prior to placement.
 - Receipt for submission of full national criminal background check
 - Signed Domestic Travel Waiver
 - Taken the Blood borne Pathogens/Confidentiality Quiz available in all Internship Blackboard Courses
 - Signed form from candidate indicating Code of Conduct/Ethics Sheet was received and read
3. Internship candidates will be placed with a mentor who has at least 2 years of classroom experience.
4. All placements are with an accredited public and/or private school.
5. Internship experiences occur over a period of 13 weeks during the semester. Special circumstances require review by the Teacher Education Department Chair or Director of Field Experiences.

Outcomes/Expectations

1. For Elementary/SPED Internships, a minimum of 26 clock hours in the appointed classroom must be documented. For Early Childhood Internships, a minimum of 40 clock hours in the appointed placement must be documented.
2. It is the responsibility of each candidate to insure that all reports and materials are transmitted to the academic instructor.
3. Candidates will file a formal lesson recording with the academic instructor.
4. The cooperating teacher or academic instructor will file a final evaluation of the candidate.
5. Course credit is the responsibility of the academic department.

Approved by COPTSP February 23, 2017. Approved by Dr. Paul Adams, Dean, 2/27/2017; approved by Dr. Graham Glynn, Provost, 3/1/2017.

C.2 DIVERSIFIED FIELD PLACEMENTS

The Office of Field Experience and Licensure shall attempt to place candidates in classroom environments that are diverse in learning experiences.

Diversity Placement Definition

The FHSU College of Education definition of a diverse placement for candidates includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch) or 5% of the student population has identified disabilities (are on IEPs) or 5% of the student population is non-white (self-reporting of student or parent).

(Definition approved by COPTSP January 21, 2010)

Approved by COPT and Dr. Hoy, Dean, November 5, 1992.

Approved by Dr. Arevalo, February 16, 1993.

Revised by COPT March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.

Revised by COPTSP April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008. Approved by Dr. Larry Gould, Provost, April 22, 2008.

Revised by COPTSP January 26, 2017. Approved by Dr. Paul Adams, Dean, March 7, 2017. Approved by Dr. Jeff Briggs, Interim Provost, 3/16/2017.

D.1 UNIVERSITY VERIFICATION FOR ADDITIONAL ENDORSEMENTS

All applicants for additional endorsements based on coursework in an approved program must complete a minimum of six semester hours in the program area at Fort Hays State University or provide verification of a passing content test score. A minimum GPA of 2.75 in the endorsement coursework (minimum 3.25 GPA in graduate coursework for initial school leadership and school specialist licenses) with grades of C or better is required before a verification for endorsement will be made.

If the time lapse between the initial provisional endorsement or creation of Deficiency Plan and the application for renewal of the provisional endorsement is greater than 6 years, the applicant will be required to meet current program requirements.

Candidates seeking to apply for the High Incidence Special Education undergraduate endorsement, must fulfill all requirements of this program within two years of initial program completion. If not completed, candidate would need to complete the graduate High Incidence Special Education program to obtain the endorsement.

Exceptions can be handled by petition to the Council on Preparation of Teachers and School Personnel.

Approved by COPT, January 14, 1993; approved by Dr. Hoy, January 14, 1993; approved by Dr. Arevalo, Provost, February 16, 1993.

Revision approved by COPT 4/16/1998; approved by Dr. Leftwich 4/16/1998; approved by Dr. Arevalo, Provost, 4/28/98.

Revision approved by COPT 4/15/99; approved by Dr. Leftwich 4/15/99; approved by Dr. Gould, Provost, 4/17/99.

Revision approved by COPTSP April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008, Dr. Gould, Provost, April 22, 2008.

Revision approved by COPTSP January 26, 2017. Revision approved by COPTSP 9/27/2017; Dr. Paul Adams, Dean, 9/27/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

D.2 POLICY ON MIDDLE LEVEL ENDORSEMENTS FOR “15 HOUR RULE”

A GPA of 2.75 is required in all endorsement. In addition, candidates must have:

- 15 credit hours in the subject area
- student teaching (or teaching experience) in grades 5-8 or
- completion of a middle level pedagogy course
- grades of “C” or better in all courses that apply to the endorsement

If secondary education, candidate does not need to have the experience requirement or pedagogy course (their methods course fulfills this requirement).

If student teaching is used to fulfill the accredited experience option, a candidate must have a minimum of 50% of a 16 week semester in grades 5-8. Special education experience does not count toward this.

Approved by COPT, November 10, 1994. Revised April 13, 1995.

Approved by Dr. Charles Leftwich, November 10, 1994. Approved by Dr. Arevalo, December 21, 1994; September 1995.

Revised by COPTSP April 17, 2008. Approved by Dr. Mercer, Dean, April 17, 2008; Dr. Gould, Provost, April 22, 2008.

F.1 PROFESSIONAL CURRENCY POLICY

Added Endorsements: Elementary Education and Early Childhood Unified licensure

Methods coursework over 10 years old will not be accepted for students returning to Fort Hays State University to add an early childhood unified or elementary education endorsement to their teaching license.

Initial Licensure: All areas

Methods courses related to the endorsement area and Educational Psychology will not be accepted if over 10 years old for any major for initial licensure.

Exceptions to this policy may be reviewed by the COPTSP and/or Dean of the College of Education.

Approved COPT, October 20, 1994

Approved by Dr. Charles Leftwich, October 22, 1994

Approved by Dr. Arevalo, October 28, 1994

Revised by COPT March 7, 2002. Approved by Dr. Larry Gould, Provost, March 27, 2002.

Revised March 8, 2012 – Approved by COPTP. Approved by Dr. Robert Scott, Dean, March 12, 2012; Dr. Larry Gould, Provost, March 16, 2012.

Revised April 27, 2017 by COPTPSP. Approved by Dr. Paul Adams, Dean, May 1, 2017; Dr. Jeff Briggs, Interim Provost, May 4, 2017.

Revised September 27, 2017 by COPTSP; approved by Dr. Paul Adams, Dean, 9/27/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

POLICY G.1A - PROCEDURES FOR REMOVING INITIAL CANDIDATES FROM COLLEGE OF EDUCATION PROGRAMS

Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to design, lead, model and teach collaboratively in diverse settings.

According to the National Council for the Accreditation of Teacher Education (NCATE), dispositions are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development” (NCATE, 2008). Prospective teachers at Fort Hays State University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation and practice as education professionals.

The teacher education faculty has the responsibility for the evaluation of its teacher candidates. Admission and retention decisions are based not only on prior satisfactory academic performance but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher. The procedures outlined in this policy are designed to ensure that the Fort Hays State University teacher candidate demonstrates those dispositions. The Candidate should follow the dispositions of the College of Education and the Department and Program of the Candidate’s major.

Candidates in the College of Education may be removed from a Department or Program for behavior including, but not limited to, the following reasons:

1. Plagiarism
2. Persistent and/or egregious non-professional behavior
3. Repeated absences and/or tardiness
4. Frequent use of offensive language
5. Argumentative behavior
6. Criminal behavior
7. Professional inadequacies
8. Inadequate personal hygiene
9. Inability to adequately communicate
10. Inability or unwillingness to work positively with others
11. Failure to meet academic standards in terms of GPA or program completion
12. Personality traits or behaviors that lead to ineffective teaching/leading/collaboration skills and abilities
13. Inability to follow directives and implement feedback
14. Behavior deemed to be a safety issue will be immediately referred to the COPTSP Admission and Retention Committee and Department Chair. If any conduct, behavior, or other circumstances of, or relating to, the Candidate represents a serious threat to the health or safety of the university, college or departmental community, or otherwise represents a substantial interference with the university, college or department, the Candidate may be removed immediately. The candidate may appeal this decision as identified above.
15. Clinical/Field Experience: Demonstration of clinical/field experience impairment, inability to develop and implement clinical/field experience judgment, inability to develop and implement clinical/field experience skills and/or has personality traits that conflict with the profession.

Candidates are made aware of the Teacher Candidate Disposition Rubric and procedures in each teacher education course and told that they will be evaluated by all instructors in each of their education courses. Further, the criteria of what are deemed to be “proficient” dispositions are also embedded in coursework through the program to ensure content validity.

Professional Dispositions for Teaching

A candidate:

1. Is highly sensitive to and demonstrates respect for student differences.
2. engages in and reflects on professional learning opportunities.
3. assumes professional education.
4. advocates, models, and teaches safe, legal, and ethical uses of digital information and technology.
5. Exhibits the dispositions toward practice and implementation of education pedagogy.

Procedures for Assessing Dispositions

A candidate’s professional dispositions will be assessed in all Fort Hays State University education courses.

1. Awareness of the Policy
All candidates in FHSU Teacher Education courses are made aware of the Teacher Candidate Disposition Rubric and procedures in each education class. Candidates will also be made aware that violations of the dispositions may be grounds for removal from the program. This information will be published in documents and distributed through all programs.
2. Evaluation of Dispositions
FHSU Education faculty will use the Teacher Education Disposition Rubric to assess a candidate’s dispositions during classes related to education, during any field experience, while student teaching and/or in other instructional settings associated with teacher preparation.
3. Dispositions observed outside of a Course - If an advisor or any other faculty or staff member becomes aware of any circumstances and/or any other non-professional behavior/inadequacy in a COE Candidate, that if not changed, would seriously affect the Candidate’s ability to satisfactorily perform in the capacity expected for graduates of the Candidate’s program, the faculty member should follow the Notification of Unsatisfactory Dispositions procedures below.

Disposition evaluations will be stored in Tk20 at the end of each semester. The evaluation will be analytically scored indicating whether a candidate meets proficient expectations on each of the disposition indicators. Candidates who do not meet the proficient expectation will be subject to remedial action, up to and including possible removal from the education program.

Exemplary Practice Report

The Teacher Education Exemplary Practice Notification is used to recognize candidates who have demonstrated a disposition in exemplary fashion, going beyond what is expected in coursework and/or field experience.

4. Notification of Unsatisfactory Dispositions
There are three levels of procedures. The procedures are implemented each semester as follows:
 - a. **Initial Notice:** This is for the *first* incident of a candidate’s not meeting proficient expectations on a disposition indicator. If a candidate receives an “Unsatisfactory” on the Teacher Candidate Dispositions Rubric, he/she
 - i. Will receive a letter from the Teacher Education Department chair that states the unsatisfactory disposition.
 - b. **Second Notice/Remediation Plan:** This is for the *second* incident of a candidate’s unsatisfactory disposition. If a candidate receives an “Unsatisfactory” on the Teacher Candidate Dispositions Rubric a second time, he/she
 - i. Will receive a letter from the Teacher Education Department chair that describes the unsatisfactory disposition, and a warning that he/she may be removed from the program.
 - ii. Will be asked to meet with the FHSU chair of the department within two (2) weeks of receiving the letter. (For virtual candidates, you will be asked to participate in a telephone/Skype conference with the chair.) The candidate will have an opportunity to explain his/her position and provide additional relevant information.
 - iii. A plan of remediation will be developed.

- c. **Third Notice:** This is for the *third* incident of a candidate's unsatisfactory disposition. If a candidate receives an "Unsatisfactory" on the Teacher Candidate Dispositions Rubric a third time, he/she
- i. Will receive a letter from the chair of the department that describes the unsatisfactory disposition.
 - ii. Will be asked to meet with the FHSU chair of the department within two (2) weeks of receiving the letter. (For virtual candidates, you will be asked to participate in a telephone/Skype conference with the chair.) The candidate will have an opportunity to explain his/her position and provide additional relevant information.
 - iii. May be removed from the program.
 - iv. The candidate has the right to appeal the decision and within ten (10) days, must submit the appeal in writing to the Dean of the College of Education. In accordance with the grade appeal process designated by FHSU, the Dean will review the request and all related documents in the candidate's file, will meet with the candidate, instructor, and department chair as need to review the appeal and will render a decision in writing.

Approved by COPTSP January 30, 2014. Approved by Dr. Robert Scott, Dean, February 4, 2014; approved by Dr. Chris Crawford, Interim Provost, February 4, 2014.

Revised by COPTSP March 25, 2015; Approved by Dr. Paul Adams, Interim Dean, March 26, 2015; Dr. Chris Crawford, Interim Provost, March 26, 2015.

Revised by COPTSP September 23, 2015; Dr. Paul Adams, Dean, 10/21/2015; Dr. Graham Glynn, Provost, 10/26/2015.

G.1 PROCEDURES FOR REMOVING A CANDIDATE FROM COLLEGE OF EDUCATION GRADUATE PROGRAMS

Any faculty or staff member who has direct and ongoing contact with any COE Candidate may address inappropriate behavior on the part of that Candidate. If the process of correcting behavior through counseling by faculty members is ineffective in changing the Candidate's behavior, the Candidate may be removed from the appropriate Department or Program. In addition to maintaining appropriate professional behavior as described below, to be retained in the program, candidates must also demonstrate appropriate professional dispositions.

A. Candidates in the College of Education may be removed from a Department or Program for behavior including, but not limited to, the following reasons:

1. Plagiarism
2. Persistent and/or egregious non-professional behavior
3. Repeated absences and/or tardiness
4. Frequent use of offensive language
5. Argumentative behavior
6. Criminal behavior
7. Professional inadequacies
8. Inadequate personal hygiene
9. Inability to adequately communicate
10. Inability or unwillingness to work positively with others
11. Failure to meet academic standards in terms of GPA or program completion
12. Personality traits or behaviors that lead to ineffective teaching/leading/collaboration skills and abilities
13. Inability to follow directives and implement feedback
14. Behavior deemed to be a safety issue will be immediately referred to the COPTSP Admission and Retention Committee and Department Chair. If any conduct, behavior, or other circumstances of, or relating to, the Candidate represents a serious threat to the health or safety of the university, college or departmental community, or otherwise represents a substantial interference with the university, college or department, the Candidate may be removed immediately. The candidate may appeal this decision as identified above.
15. Clinical/Field Experience: Demonstration of clinical/field experience impairment, inability to develop and implement clinical/field experience judgment, inability to develop and implement clinical/field experience skills and/or has personality traits that conflict with the profession

B. Procedures for Removing Candidates from a College of Education Department or Program

1. If an advisor or any other faculty member becomes aware of any circumstances and/or any other non-professional behavior/inadequacy in a COE Candidate, that if not changed, would seriously affect the Candidate's ability to satisfactorily perform in the capacity expected for graduates of the Candidate's program, the faculty member should counsel with the Candidate regarding the following steps. Staff should contact the advisor with their concerns.
 - a. Make the Candidate aware of the problem;
 - b. Offer the Candidate assistance in the development of a strategy to correct the problem or refer the Candidate for further assistance;
 - c. Establish a specific and reasonable amount of time for the candidate to correct the problem.
2. Compose a report indicating the nature of the problem and recommended steps for correction within a specified time and place it in the Candidate's advisor's file and provide a copy to the Department Chair.
3. Remove the written report, if the problem is corrected within the specified timeframe, from the advisor's file at the time of graduation or program completion and the Department Chair should be notified.
4. If the problem persists, or another problem occurs, another counseling procedure including addressing the items in (1) above should be conducted.

5. If three written reports have been placed in a Candidate's advisor's file, without ample correction by the Candidate, a recommendation for removal from the Department can be made by the faculty member or advisor to the committee referenced below:
 - a. A committee composed of members from the COPTSP Admission and Retention Committee, the Candidate's advisor, and Chair of the Department, should convene and make a decision on the removal of the Candidate based on the three reports in the Candidate's advisor's file.
6. The Candidate may make a final appeal to the Dean of the College of Education.

The Candidate should follow the dispositions of the College of Education and the Department and Program of the Candidate's major.

The Counseling Program and Counseling faculty are responsible for "gatekeeping" the profession of counseling (American Counseling Association Code of Ethics).

Approved by COPT April 11, 2002.

Approved by Dr. Buttery, Dean, April 15, 2002; Dr. Larry Gould, Provost, April 18, 2002.

Revision approved by COPTSP 11/11/04, Dr. Ed Mills, Dean, 11/18/04; Dr. Larry Gould, Provost, 11/23/04.

Revision approved by COPTSP 2/10/11, Dr. Robert Scott, Interim Dean, 2/12/11; Dr. Larry Gould, Provost, 2/14/11.

Revision approved by COPTSP 10/17/13, Dr. Robert Scott, Dean, 10/18/13; Dr. Chris Crawford, Interim Provost, 10/23/13.

Revision approved by COPTSP 12/2/2013, Dr. Robert Scott, Dean, 12/9/13; Dr. Chris Crawford, Interim Provost, 12/9/13.

Revision approved by COPTSP 9/23/2015; Dr. Paul Adams, Dean, 10/21/2015; Dr. Graham Glynn, Provost, 10/25/2015.

G.2. DISPOSITION ASSESSMENT OF INITIAL AND ADVANCED CANDIDATES

To be recommended for licensure, candidates at both the initial and advanced levels will be expected to demonstrate professional conduct based on a set of dispositions adopted by the Fort Hays State University teacher education unit. These dispositions are closely aligned with the Fort Hays State University Conceptual Framework goals embodied in the Professional Educator. All initial candidates will be assessed in every education course each semester.

The Professional Educator:

1. Is highly sensitive to and demonstrates respect for student differences.
2. Engages in and reflects on professional learning opportunities.
3. Assumes professional education roles in area of communication.
4. Assumes professional education roles in area of preparation.
5. Assumes professional education roles in area of professionalism.
6. Advocates, models, and teaches safe, legal and ethical uses of digital information and technology.
7. Exhibits the dispositions toward practice and implementation of education pedagogy.

The Professional Educator takes diversity into consideration in all seven dispositions listed above.

The Disposition Assessment Procedures will be provided to all candidates in every education course each semester.

G.3 POLICY ON REQUIREMENT OF BACKGROUND CHECKS

The College of Education requires a full national criminal background check report for USA residents to be completed prior to participation in the first field-based experience for candidates seeking to fulfill a licensure program. If a candidate held an Emergency Substitute Teaching License through the Kansas State Department of Education within the last four years, then an additional background check is not required. Candidates are responsible for obtaining the background check and for the cost. International candidates will need to pay the additional cost to have an international criminal verification run and cannot use the substitute teaching license option.

A background check is valid for four years from the time the check is completed. If the candidate does not complete the program within four years of having the check, they will need to have it redone. Additional background checks prior to student teaching placement and licensure may be conducted by FHSU or third parties.

Factors relevant to determination of approval for program entry or continuance if a positive background check is found are:

- a) the nature and seriousness of the conduct
- b) the extent to which field experience, student teaching or a practicum may offer an opportunity to engage in conduct of a similar type that resulted in the charge
- c) the present fitness of the candidate,
- d) the actions of the person after the conduct resulting in the charge
- e) the time elapsed since the charge
- f) the age and maturity of the person at the time of the conduct resulting in the charge
- g) the number of incidents of improper conduct,
- h) discharge from probation, pardon or expungement.

Results of Check

Results of the checks will be sent to the Licensure Officer. If a background check reveals prior charges of concern, the COE Background Check Committee consisting of the Director of Field Experiences, the Chair of the Teacher Education Department, and the Chair from the department in which the academic program at issue is offered will meet to recommend to the Licensure Officer entry or continuance in the program.

Review of Check

The FHSU COE Background Check Committee will review the background check to determine whether any prior conduct or charges revealed therein raises serious questions as to the fitness of the candidate to teach or work in a school setting. This is the COE's decision alone, and a decision clearing the candidate for admission to the program does not guarantee future licensure or employability, and future licensing agencies and/or employers may reach different conclusions based on the same background information.

In the event that a candidate is excluded from participating in a clinical experience or entry into a program as a result of the background check, the COE Background Check Committee will provide in writing to the Licensure Officer an initial determination, which will include the basis upon which the decision was made. This will be communicated to the candidate by the Licensure Officer allowing the candidate the opportunity to review and provide comment on any information contained in the background check. An appeal of the decision may be made by following the University's Policy Regarding Student Background Checks (<http://www.fhsu.edu/policies/> - p.56).

Approved by COPTSP February 20, 2011; Approved by Dr. Robert Scott, Interim Dean, COET, February 11, 2011, Approved by Dr. Larry Gould, Provost, February 14, 2011. Revised by COPTSP April 3, 2013, Approved by Dr. Larry Gould, Provost, April 12, 2013 and Dr. Robert Scott, Dean, April 15, 2013. Revised by COPTSP, August 27, 2015. Approved by Dr. Paul Adams, Dean, Dr. Graham Glynn, Provost, 9/21/2015. Revised by COPTSP, October 22, 2015. Approved by Dr. Paul Adams, Dean, November 18, 2015, Dr. Graham Glynn, Provost, November 24, 2015.

G.3b POLICY ON REQUIREMENT OF BACKGROUND CHECKS FOR GRADUATE SCHOOL/CLINICAL-MENTAL HEALTH COUNSELING AND SCHOOL PSYCHOLOGY LICENSURE PROGRAMS

The College of Education requires a background check to be completed prior to acceptance into a School Counseling or Clinical-Mental Health Counseling program within the Advanced Education Programs or School Psychology program.

Verification of background checks must be submitted as part of the Graduate School application for School Counseling and Clinical-Mental Health Counseling and at time of admittance to the program for School Psychology. Candidates are responsible for obtaining the background check and for the cost. International applicants will need to pay the additional cost, if necessary, to have an international criminal verification run.

A background check is valid for four years from the time the check is completed.

If concerns are found that are evident from the background check, the following will be taken into consideration prior to admittance to the program:

- a) the nature and seriousness of the conduct
- b) the extent to which field experience or a practicum may offer an opportunity to engage in conduct of a similar type that resulted in the charge
- c) the time elapsed since the charge
- d) the age of the person at the time of the conduct resulting in the charge
- e) the number of incidents of improper conduct,
- f) discharge from probation, pardon or expungement.

Results of Check

Results of the checks will be sent to the AEP or Psychology Department. If a background check reveals prior charges, the AEP or Psychology Department Background Check Committee consisting of two faculty members within the department and the Chair from the department, in which the academic program at issue is offered, will meet to determine entry into the program.

Review of Check

The AEP or Psychology Department Background Check Committee will review the background check to determine whether any prior conduct or charges revealed therein raises serious questions as to the appropriateness of the applicant to teach or work in a school setting. This is the department's decision alone, and a decision clearing the applicant for admission to the program does not guarantee future licensure or employability, and future licensing agencies and/or employers may reach different conclusions based on the same background information.

In the event that an applicant is denied entry into a program as a result of the background check, the AEP or Psychology Department Background Check Committee will provide in writing to the applicant an initial determination, which will include the basis upon which the determination was made. An appeal of the decision may be made by following the University's Policy Regarding Criminal Background Checks for Students Engaging in Clinicals <https://www.fhsu.edu/policies/student-affairs/>

Approved by COPTSP 12/2/2013; Dr. Robert Scott, Dean, 12/9/2013; Dr. Chris Crawford, Interim Provost, 12/9/2013.

Revision approved by COPTSP 9/27/2017; Dr. Paul Adams, Dean, 9/25/2017; Dr. Jeff Briggs, Interim Provost, 10/2/2017.

G.4 CONTINUATION IN EDUCATION RESTRICTED COURSES AND/OR STUDENT TEACHING

Once admitted into the Teacher Education program, a candidate must:

1. maintain a grade index of 2.75 in the overall coursework or last 60 hours (if have bachelor's degree). If the candidate's GPA drops below 2.75, a one semester probationary period will be allowed, to bring the GPA back to 2.75. **NOTE:** A candidate who has an earned bachelor's degree may not repeat courses to improve the undergraduate degree grade point average once they have graduated. Although a course may be repeated to improve cumulative grade point average, the grade in the course being repeated will contain a notation RPD (Repeat of Course in Earned Degree Program).
<http://www.fhsu.edu/registrar/academic-policies-and-information/#repeatp>
2. attain a letter grade of "C" or better in education courses required for their major. If the candidate receives a grade lower than "C" in education courses required for their major, the candidate may repeat the non-restricted or restricted professional education course(s) required for his/her major only **one (1) time**.
3. meet Temporary Waiver of Selected Teacher Education Admission Requirements within the timeframe specified on the waiver form. Waivers granted for Spring semester, will have the Summer term also to complete requirements. **NOTE:** Waivers are only granted one time for one semester of restricted classes.

Procedures for Discontinuation of Education courses:

Immediate dismissal from the Teacher Education program will occur if:

5. a grade index of 2.75 in coursework completed was not attained in overall coursework or last 60 hours (if they have bachelor's degree) during the one semester probationary period.
6. the candidate did not meet the Temporary Waiver of Selected Teacher Education Admission within the timeframe specified on the waiver form. Waivers granted for Spring semester, will have the Summer term also to complete requirements.
7. professional education course(s) was/were repeated and the letter grade obtained was lower than a "C".

Upon dismissal from the program, the candidate will receive notice of policy violation via their FHSU email address. If the dismissed candidate wishes to submit an appeal to the Dean of Education, they should do so within 10 days of receiving dismissal notification.

After a period of one (1) semester has passed from the time the candidate was dismissed, the candidate may submit an Application for Reinstatement to Teacher Education Courses. The deficiency(ies) that resulted in the candidate being dismissed from the program must be complete before reinstatement will be considered. If the candidate does not complete requirements for readmission within two (2) years from being dismissed, the candidate must reapply for admission into the Teacher Education program and meet current admission requirements

Approved by COPTSP, October 17, 2013. Approved by Dr. Robert Scott, Dean, October 23, 2013. Approved by Dr. Chris Crawford, Interim Provost, October 23, 2013.

Revisions approved by COPTSP February 27, 2014. Additional revisions approved by COPTSP September 18, 2014. Approved by Dr. Paul Adams, Interim Dean, September 22, 2014, Dr. Chris Crawford, Interim Provost, September 24, 2014.

Revised by COPTSP September 23, 2015; Dr. Paul Adams, Dean, October 21, 2015; Dr. Graham Glynn, Provost, October 25, 2015.

Revisions approved by COPTSP August 30, 2016. Dr. Paul Adams, Dean, September 1, 2016; Dr. Graham Glynn, Provost, September 9, 2016.

H.1 PROGRAM COMPLETION AND MAJOR REQUIREMENTS

To be considered an education *program completer*:

1. Initial teaching license candidates (regular route and Transition to Teaching) must successfully complete all course requirements, including the Kansas Performance Teaching Portfolio (KPTP).
2. Graduate level program completers must achieve an exit GPA of a cumulative 3.25 GPA.

To be eligible for initial Kansas teaching *licensure*, candidates must:

1. Successfully complete all course requirements, including student teaching or practicum, licensure exams, and have a passing score on Kansas Performance Teaching Portfolio (KPTP).

To be eligible for a secondary education major, a candidate must:

1. Complete the required education major coursework:

Foundations of Education
Human Growth and Development
Early Field Experience
Intro to Instructional Technology
Educating Exceptional Students
Educational Psychology
Secondary School Experience
Student Teaching

2. Complete all secondary education major coursework.

Approved by COPTSP May 9, 2002. Approved by Dr. Buttery, Dean, May 13, 2002; by Dr. Larry Gould, Provost, May 14, 2002.
Revised by COPTSP September 9, 2004. Approved by Dr. Ed Mills, Dean, 9/10/04. Approved by Dr. Larry Gould, Provost, 9/11/04.
Revised April 13, 2006 – approved by COPTSP. Approved by Dr. Debbie Mercer, Interim Dean, April 14, 2006; Dr. Larry Gould, Provost, April 18, 2006.
Revised by COPTSP February 18, 2010. Approved by Dr. Debbie Mercer, Dean, February 18, 2010; Dr. Larry Gould, Provost, February 22, 2010.
Revised by COPTSP September 11, 2012. Approved by Dr. Scott, Dean, September 12, 2012; Dr. Larry Gould, Provost, September 18, 2012.
Revised by COPTSP November 20, 2014. Approved by Dr. Paul Adams, Interim Dean, December 19, 2014; Dr. Chris Crawford, Interim Provost, January 12, 2015.
Revised by COPTSP August 29, 2018. Approved by Dr. Paul Adams, Dean, August 30, 2018; Dr. Jeff Briggs, Interim Provost, September 4, 2018.

H.2 PERFORMANCE TEACHING PORTFOLIO

All education candidates of Fort Hays State University must complete a Kansas Performance Teaching Portfolio (KPTP) and achieve a score of 20 out of a possible 30 to be a program completer. KPTP is to be completed during the student teaching semester for undergraduate candidates and during the Becoming a Reflective Teacher course for Transition to Teaching candidates.

The KPTP score will constitute a part of the student teaching grade for candidates in the traditional program. For candidates in the Transition to Teaching program, the score will be part of the grade for the Becoming a Reflective Teacher course. If the first score on the KPTP is below 20 points, the candidate will receive a grade of no higher than a "C" in the student teaching course (traditional program) and the Becoming a Reflective Teacher course (Transition to Teaching candidates).

KPTP Remediation Policy

Any candidate who does not meet the cut score (20) on the KPTP may be subject to a remediation process. The revised KPTP must be submitted within 10 days after the score is placed in TK20. A \$30 fee will be assessed to the candidate for rescoring the KPTP. If a candidate does not meet the required cut score after the second submission, the candidate will be required to complete a practicum the following semester.

Approved by COPTSP February 26, 2009. Approved by Dr. Debbie Mercer, Dean, February 27, 2009; by Dr. Larry Gould, Provost, March 2, 2009.

Revised by COPTSP May 7, 2009. Approved by Dr. Debbie Mercer, Dean, May 7, 2009; by Dr. Larry Gould, Provost, May 14, 2009.

Revised by COPTSP January 21, 2010. Approved by Dr. Debbie Mercer, Dean, January 22, 2010; by Dr. Larry Gould, Provost, January 26, 2010.

Revised by COPTSP April 3, 2013. Approved by Dr. Robert Scott, Dean, April 15, 2013; by Dr. Larry Gould, Provost, April 12, 2013.

Revised by COPTSP February 27, 2014. Approved by Dr. Robert Scott, Dean, March 3, 2014 and Dr. Chris Crawford, Interim Provost, March 3, 2014.

Revised by COPTSP November 20, 2014. Approved by Dr. Paul Adams, Interim Dean, December 19, 2014; Dr. Chris Crawford, Interim Provost, January 12, 2015.

Revised by COPTSP August 30, 2016. Approved by Dr. Paul Adams, Dean, September 1, 2016; Dr. Graham Glynn, Provost, September 9, 2016.

H.5 TUBERCULIN TESTING POLICY

As mandated by the state of Kansas, (K.S.A. 72-5213) all first year teachers must have certification including a statement that there is no evidence of physical condition that would conflict with the health, safety or welfare of pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test.

As districts write policy to enforce this mandate, the policy also calls for compliance by all student teachers doing their clinical experience to have on file in their district, certification showing proof of a negative TB test. As a result of these district procedures, Fort Hays State University teaching candidates will be required to have on file, certification of the negative TB test. These certificates will be sent to those districts asking for certification for student teachers in their district. Those candidates whose districts don't require certification while student teaching, will be given their certificates during their last on campus meetings in December and May to present to potential future employers.

All candidates must submit, along with their Application to Teacher Education, certification of the negative TB test. These certificates will be filed in the Office of Professional Services and copies will be sent to those districts requiring documentation of negative TB results prior to the start of their clinical experience (student teaching or possible internships).

Approved by COPTSP September 11, 2012. Approved by Robert Scott, Dean, September 12, 2012; Dr. Larry Gould, Provost, September 18, 2012.